

CONSENT ORDER APPENDICES

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I. Appendix A: Definitions

1. “Administrator” refers to a certificated educator who directs and manages the daily operation of an individual school, including, but not limited to, principals and assistant principals; who directs and manages centralized district-wide student achievement based programs, including, but not limited to executive directors, directors, coordinators, and managers; and administrative and supervisory personnel employed by the District Office.
2. “Alternative Placement” refers to the transfer of a student from his/her regular classroom to an alternative school setting established by the Tucson Unified School District Governing Board.
3. “Advancement Via Individual Determination” and “AVID” refer to a college-readiness system designed to increase student academic preparedness, learning, and performance by giving support to students so that they can aim to attend college and achieve their fullest potential.
4. “Bilingual Certification” refers to a post-secondary credential recognized by the State of Arizona which qualifies the holder to provide instruction in two languages.
5. “Certificated Staff” refers to all personnel employed by the Tucson Unified School District who, at minimum, hold a professional certificate issued by a state licensing entity and are employed in a position for which such certificate is required by statute, rule of the professional educator standards board, or written policy or practice of the District.
6. “Clustering” refers to the technique of pairing when it is applied to three or more schools (*see* “Pairing”).
7. “Core class” refers to a course offered for core (*i.e.*, graduation) credit in a particular subject area (*e.g.*, Social Studies, English), which a student may choose to take to receive credit toward that graduation requirement.
8. “Corrective Action Plan” refers to a phased plan of action and schedule for correcting deficiencies, nonconformity, or quality issues in various contexts, including policies, procedures, and personnel concerns. Such plans will include a description of what needs to be done, when, by whom, and the records or evidence required for the corrective action taken.
9. “Culturally Responsive Pedagogy” refers to educational approaches and practices which center on the experiences and perspectives of diverse communities; create supportive and inclusive learning environments; utilize learner-centered approaches that emphasize students’ cultural assets, backgrounds, social conditions, and individual strengths; and engage families as partners.
10. “Disaggregated Report” refers to specific data reports required by this Order which shall include data by race, ethnicity, and, where indicated, English language status, unless otherwise specified or agreed to by the Parties.

11. “Dual-Credit Courses” refers to courses offered at local colleges or universities in which District students may enroll and receive both District and college credit.
12. “Dual Language Program” refers to instructional programs in which students are taught literacy and content in two languages for, at a minimum, one school level (*e.g.*, elementary school).
13. “EEOC” refers to the United States Equal Employment Opportunity Commission.
14. “Effective Date” refers to the date that this Consent Order is approved and entered by the Court.
15. “English Language Learner” and “ELL” refer to students who are not English language proficient and require assistance to equally and meaningfully participate in the District’s instructional programs.
16. “Evidence-Based Accountability System” and “EBAS” refer to the universe of data to be included in Mojave pursuant to this Order, and to be used for monitoring the District’s compliance with and success under this Order. EBAS shall include, but is not limited to, the following: student characteristics (*e.g.*, race, ethnicity, age, grade level, years attending District schools, disability status, ELL status, LEP family status, transportation needs), student academic access and achievement (*e.g.*, standardized test scores, grade point average, grade(s) retained, enrollment in ALE by ALE type); services and interventions received (*e.g.*, individualized education plan (IEP), services for students with disabilities, ELL services, reclassified ELLs); and student behavior (*e.g.*, tardies, absences, disciplinary infractions, positive behavioral interventions), and any other information concerning the administrators and certified staff who regularly engaged with the student, including but not limited to the student’s regularly assigned teachers.
17. “Exclusionary Discipline” refers to any disciplinary consequence that removes a student from classroom instruction, including, but not limited to, in-school suspension, out-of-school suspension, placement in an alternative setting or program, and expulsion.
18. “Expulsion” refers to the permanent withdrawal of the privilege of attending a school unless the Governing Board reinstates the privilege of attending the school, imposed by the Governing Board for violations of the student code of conduct.
19. “Family Centers” refers to District-level center(s) designed to provide information to families about a number of subjects, including enrollment options, the availability of transportation, and the District’s academic programs and offerings by location.
20. “Federal Magnet School Funding” refers to grant funding for magnet schools and programs as available under Section 5301 *et seq.* of the No Child Left Behind Act.

21. “Feeder Patterns” refers to the flow from one school level to a higher school level (*e.g.*, elementary to middle school) that students take as they progress through their education. Such patterns are subject to change as new schools are built and zones or patterns are redrawn pursuant, *e.g.*, to the requirements of this Order.
22. “Family Educational Rights and Privacy Act” or “FERPA” refers to the federal law that protects the privacy of student education records, 20 U.S.C. 1232(g).
23. “Gifted and Talented Education” and “GATE” refer to educational services designed to meet the academic needs of gifted students and those who have potential for high achievement.
24. “Governing Board” refers to the governing entity organized pursuant to A.R.S. § 15-321 *et seq.* responsible for administering the Tucson Unified School District’s public schools.
25. “Guidelines for Student Rights and Responsibilities” refers to the District-level policy for student behavior and discipline.
26. “In-School Suspension” and “ISS” refer to a consequence for violations of the student code of conduct that removes a student from the regular classroom to a different in-school setting during the course of the regular school day.
27. “International Baccalaureate Program” refers to the rigorous academic programs leading to an internationally recognized certificate.
28. “K-8 School” refers to schools with kindergarten through eighth grade classes in the Tucson Unified School District.
29. “Lower Incidence Languages” refers to less commonly spoken languages for ELLs in the District, including any language where there are fewer than 100 students with that language background.
30. “Magnet Schools and Programs” refers to a program within a school or a school which focuses on a theme or specific instructional approach, such as a specific academic area, a particular career or a specialized learning environment; attracts students of diverse racial and ethnic backgrounds; and encourages students to choose a school other than their attendance boundary school to participate in the magnet theme or instructional approach offered at that program or school.
31. “Major Languages” refers to the most commonly spoken languages other than English for ELLs in the District, including Spanish, and any other language that the District shall add whenever the number of students with that language background reaches 100 pursuant to Governing Board Policy KBF – R.
32. “Middle School” refers to schools with sixth through eighth grade classes in the Tucson Unified School District.

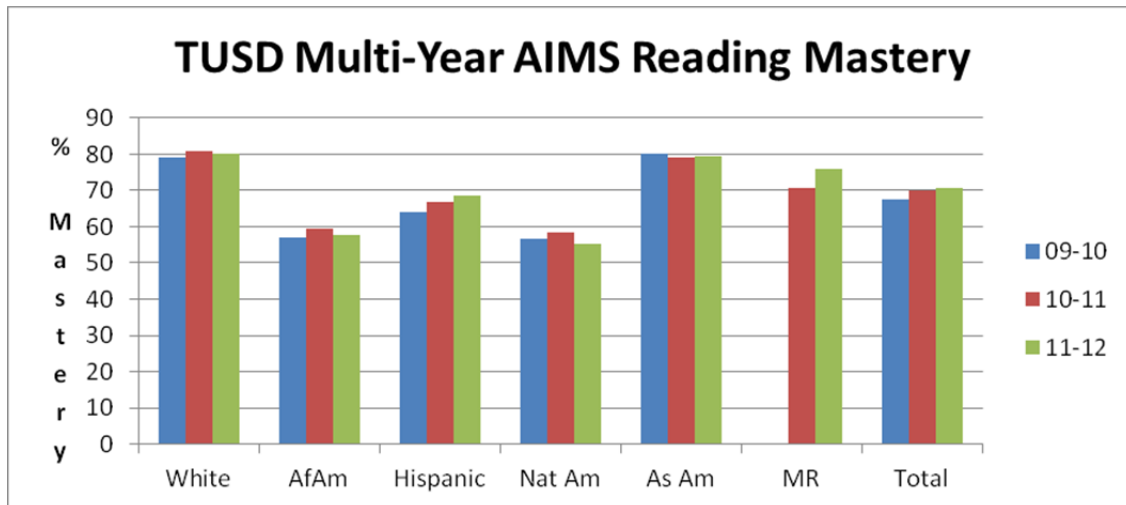
33. “Mojave” refers to the District-wide electronic student information system used for academic and behavioral data, or any similar system by any name used by the District for such academic and behavioral data.
34. “Multiple Measures” refers to the types of criteria that can be used for selection to a program or school within the District. These measures can include essays; characteristics of the student’s school; and the student’s background, including race, ethnicity and socioeconomic status.
35. “New Teacher Induction Program” refers to the instructional and support program offered in the District for newly hired teachers who have less than two years of teaching experience.
36. “New Teacher Mentor” refers to the individuals identified to provide assistance, support, and guidance for newly hired teachers who have less than two years of teaching experience.
37. “Ninth Grade Academies” refers to programs designed to provide incoming ninth grade students with additional resources and personalized academic support to facilitate their transition to high school.
38. “Non-exclusionary Discipline” and “Non-exclusionary alternatives” refer to disciplinary consequences that do not result in the removal of a student from his/her regular classroom.
39. “Open Enrollment” refers to the student assignment provision permitting any District student to apply to attend any school, pursuant to the process set forth in Section (II)(G) of the Order.
40. “Out-of-School Suspension” and “Suspension” refer to the temporary withdrawal of the privilege of attending a school for a specified period of time imposed for violations of the student code of conduct.
41. “Oversubscribed School” refers to a school where more students are seeking to enroll than available seats in that grade and/or a school that is above its overall student capacity.
42. “Pairing” refers to combining the attendance areas of two schools that have the same grade-level structure (*i.e.*, two elementary schools) and sending the students in certain grades (*i.e.*, K-2) to one of the schools and the students in the other grades (*i.e.*, 3-5) to the other school.
43. “Paraprofessional” refers to a trained aide who assists a certificated staff member.

44. “Parent” refers to either or both biological or adoptive parent(s) of the student, the student’s legal guardian, or other person(s) legally responsible for a student under state law.
45. “Peer Assistance and Review Programs” refers to an evidence-based practice which relies on expert teachers to help struggling teachers improve their practice.
46. “Portables” refers to all portable facilities and temporary buildings used by the District for instructional and non-instructional purposes.
47. “Positive Behavior Interventions and Supports” and “PBIS” refer to a system of evidence-based strategies and structures to assist schools and school personnel in establishing a positive school culture by constructively teaching school rules and social-emotional skills; positively reinforcing appropriate student behavior; using effective classroom management strategies to provide early intervention for misbehavior; and developing a continuum of graduated and appropriate consequences for more serious and continuous misbehavior.
48. “Preferred Attendance Area” refers to the geographic tools used to give students who live in close proximity to a school without attendance boundaries priority status in the admission process to such schools.
49. “Professional Learning Community” refers to formal and informal structures on school sites to: (a) build regular structured time into teachers’ schedules to co-plan and collaborate, observe each other’s classrooms and teaching methods, and provide constructive feedback so that best practices for student success can be shared; (b) develop within- and across-school networks to encourage teachers with experience and success in using culturally responsive pedagogy to engage students to mentor and coach their peer teachers; (c) engage in collaborative problem solving focused on analyses of student performance; and (d) encourage and provide space, resources, and support for constructive student-teacher, teacher-teacher, and teacher-family interactions.
50. “Reductions in Force” refers to the dismissal of administrators and/or certificated staff members not for cause, including, but not limited to, reorganization, reduced need, and funding restructuring.
51. “Restorative Practices” refers to an approach to student discipline that focuses on resolving conflict, repairing relationships, and assisting students to redress harms caused by their conduct.
52. “Retention” refers to the holding back of a student in grade.
53. “School site discipline team(s)” refers to the individual or group of faculty, staff, and administrators on each school site who are authorized to administer or assign disciplinary consequences at the school site.

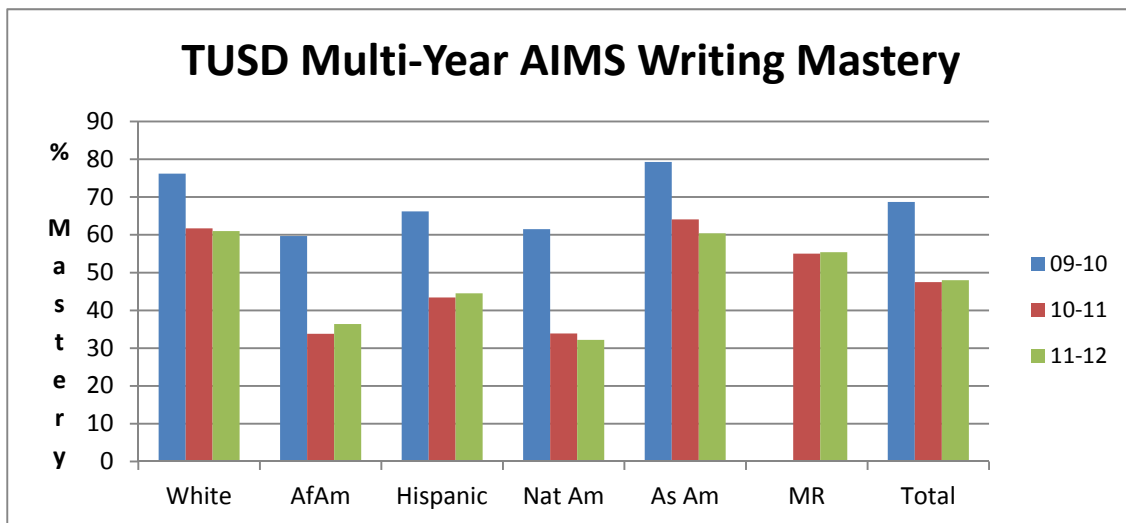
54. “Special Education Certification” refers to a post-secondary credential recognized by the State of Arizona which qualifies the holder to provide instruction for Special Education-identified students.
55. “Special Master” refers to the individual acting in that capacity pursuant to the Order of Appointment filed January 6, 2012, or any individual the Court may appoint to that role pursuant to the terms of the January 6, 2012 Order.
56. “Summer Credit Recovery Programs” are short academic programs designed to assist students who are struggling academically to receive necessary academic credits.
57. “Tucson Unified School District” and “the District” refer to a political subdivision of the state with geographic boundaries organized for the purpose of the administration, support and maintenance of the public schools, operated pursuant to A.R.S. § 15-101 *et seq.*
58. “TUSDStats” refers to the District’s information portal run by the Department of Accountability and Research which provides a publicly searchable statistics database as well as a secure reporting system for parents, teachers, and staff, or any similar system by any name used by the District for such data.
59. “Unitary Status Plan” refers to this Consent Order.
60. “Walking Zone” refers to the one and a half-mile (ES and K-8) and two and a half miles (MS and HS) areas surrounding a school site.

II. Appendix B: AIMS

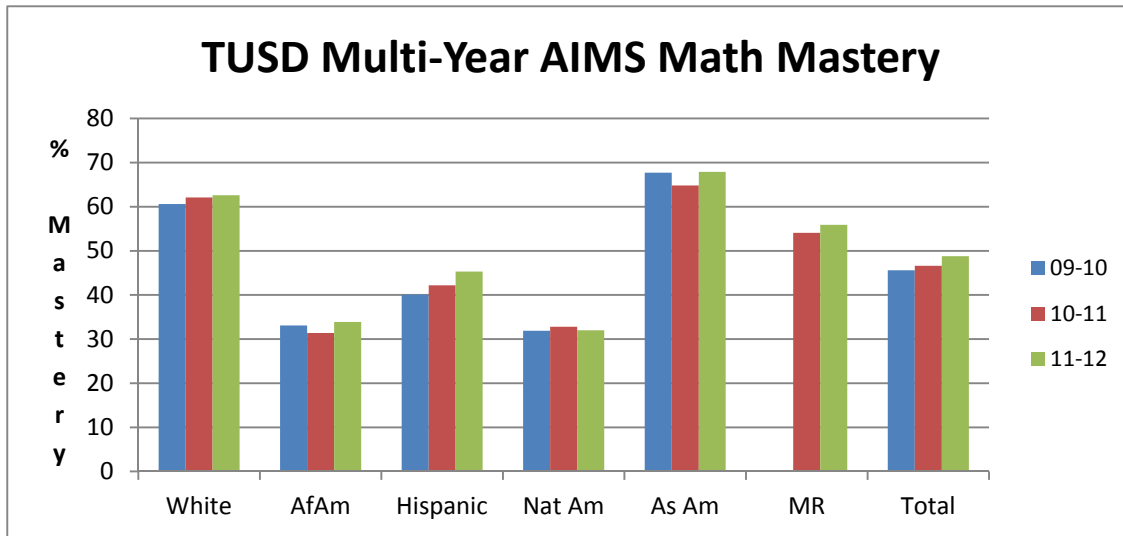
TUSD AIMS Scores SY 2009-2010 to SY 2011-2012



	White	Af Am	Hispanic	Nat Am	As Am	MultiRac	Total
09-10	79	57.1	63.8	56.7	80.2	--	67.6
10-11	81	56.8	67.1	57	78	76.2	69.9
11-12	80.3	57.6	68.6	55.1	79.4	75.7	70.5



	White	Af Am	Hispanic	Nat Am	As Am	MultiRac	Total
09-10	76.2	59.7	66.2	61.5	79.3	--	68.7
10-11	61.7	33.8	43.4	35.9	64.1	55	47.5
11-12	61	36.4	44.5	32.2	60.4	55.4	48



	White	Af Am	Hispanic	Nat Am	As Am	MultiRac	Total
09-10	60.6	33.1	40.1	31.9	67.7	--	45.6
10-11	62.1	31.4	42.2	32.8	64.8	54.1	46.6
11-12	62.6	33.9	45.3	32	67.9	55.9	48.8

III. Appendix C: Integration Criteria**Schools Meeting the Order's Integration Criteria SY 2011-2012**

High Schools	Racially Concentrated	Integrated		N(%) White	N(%) African American	N(%) Latino	N(%) Native American	N(%) Asian American	N(%) Multi- Racial
High School Total				4,232 (28.7%)	930 (6.3%)	8,306 (56.4%)	448 (3.0%)	110 (11.8%)	326 (2.2%)
Catalina Magnet		•		273 (23.5%)	166 (14.3%)	545 (46.9%)	38 (3.3%)	108 (9.3%)	33 (2.8%)
Cholla Magnet	•			150 (9.5%)	63 (4.0%)	1,239 (78.4%)	103 (6.5%)	9 (0.6%)	17 (1.1%)
Palo Verde		•		269 (29.0%)	126 (13.6%)	450 (48.4%)	19 (2.0%)	27 (2.9%)	38 (4.1%)
Pueblo Magnet	•			59 (3.5%)	31 (1.8%)	1,513 (89.7%)	71 (4.2%)	8 (0.5%)	5 (0.3%)
Rincon		•		300 (28.6%)	84 (8.0%)	543 (51.7%)	17 (1.6%)	84 (8.0%)	22 (2.1%)
Sabino				727 (66.3%)	38 (3.5%)	268 (24.5%)	11 (1.0%)	18 (1.6%)	34 (3.1%)
Sahuaro				983 (53.2%)	130 (7.0%)	614 (33.2%)	20 (1.1%)	50 (2.7%)	52 (2.8%)
Santa Rita				417 (43.7%)	97 (10.2%)	363 (38.0%)	9 (0.9%)	28 (2.9%)	41 (4.3%)
Tucson Magnet	•			513 (16.3%)	152 (4.8%)	2,263 (72.0%)	134 (4.3%)	45 (1.4%)	36 (1.1%)
K-8 & Middle Schools	Racially Concentrated	Integrated		N(%) White	N(%) African American	N(%) Latino	N(%) Native American	N(%) Asian American	N(%) Multi- Racial
K8 & MS Total				2,379 (20.1%)	714 (6.0%)	7,648 (64.6%)	480 (4.1%)	301 (2.5%)	308 (2.6%)
Carson				139 (30.8%)	61 (13.5%)	198 (43.8%)	9 (2.0%)	18 (4.0%)	27 (6.0%)
Doolen				209 (31.9%)	64 (9.8%)	281 (42.8%)	18 (2.7%)	54 (8.2%)	30 (4.6%)
Gridley				366 (53.8%)	34 (5.0%)	228 (33.5%)	5 (0.7%)	23 (3.4%)	24 (3.5%)
Hohokam				25 (8.5%)	12 (4.1%)	191 (65.0%)	62 (21.1%)	2 (0.7%)	2 (0.7%)
Lawrence 3-8				12 (3.3%)	0 (0.0%)	156 (43.1%)	193 (53.3%)	1 (0.3%)	0 (0.0%)
Magee				323 (50.1%)	45 (7.0%)	222 (34.4%)	5 (0.8%)	21 (3.3%)	29 (4.5%)
Mansfeld	•			71 (10.5%)	30 (4.4%)	537 (79.1%)	21 (3.1%)	13 (1.9%)	7 (1.0%)
Maxwell	•			17 (5.7%)	24 (8.1%)	243 (81.5%)	11 (3.7%)	2 (0.7%)	1 (0.3%)
McCorkle K-8	•			53 (6.2%)	7 (0.8%)	760 (89.4%)	24 (2.8%)	3 (0.4%)	3 (0.4%)
Miles K-8				141 (43.5%)	13 (4.0%)	147 (45.4%)	7 (2.2%)	4 (1.2%)	12 (3.7%)
Roberts/Naylor K-8		•		65 (10.5%)	65 (10.5%)	416 (67.4%)	21 (3.4%)	44 (7.1%)	6 (1.0%)
Pistor	•			60 (5.8%)	19 (1.8%)	879 (85.1%)	56 (5.4%)	6 (0.6%)	13 (1.3%)
Pueblo Gardens	•			16	14	390	9 (2.0%)	7 (1.6%)	5

K-8				(3.6%)	(3.2%)	(88.4%)			(1.1%)
Robins K-8		•		107 (21.1%)	13 (2.6%)	351 (69.4%)	5 (1.0%)	12 (2.4%)	18 (3.6%)
Rose K-8	•			6 (0.9%)	0 (0.0%)	660 (98.4%)	4 (0.6%)	1 (0.1%)	0 (0.0%)
Secrist				166 (45%)	17 (4.6%)	152 (41.2%)	3 (0.8%)	11 (3.0%)	20 (5.4%)
Ft. Lowell/Townsend K-8		•		127 (26.5%)	51 (10.6%)	244 (50.8%)	17 (3.5%)	20 (4.2%)	21 (4.4%)
Vail		•		218 (31.9%)	40 (5.8%)	346 (50.6%)	15 (2.2%)	26 (3.8%)	39 (5.7%)
Valencia	•			50 (7.4%)	12 (1.8%)	577 (85.7%)	26 (3.9%)	4 (0.6%)	4 (0.6%)
Wakefield	•			5 (1.2%)	1 (0.2%)	396 (93.2%)	23 (5.4%)	0 (0.0%)	0 (0.0%)
Elementary Schools	Racially Concentrated	Integrated		N(%) White	N(%) African American	N(%) Latino	N(%) Native American	N(%) Asian American	N(%) Multi- Racial
Elementary Total				5,306 (22.0%)	1,180 (4.9%)	15,443 (64.1%)	977 (4.1%)	442 (1.8%)	760 (3.2%)
Banks		•		106 (29.0%)	8 (2.2%)	237 (64.9%)	8 (2.2%)	2 (0.5%)	4 (1.1%)
Blenman				112 (26.4%)	56 (13.2%)	198 (46.7%)	13 (3.1%)	28 (6.6%)	17 (4.0%)
Bloom				117 (40.9%)	21 (7.3%)	117 (40.9%)	2 (0.7%)	11 (3.8%)	18 (6.3%)
Borman				265 (54.3%)	54 (11.1%)	109 (22.3%)	0 (0.0%)	14 (2.9%)	46 (9.4%)
Brichta	•			36 (10.3%)	14 (4.0%)	273 (78.2%)	13 (3.7%)	4 (1.1%)	9 (2.6%)
Cavett	•			9 (3.0%)	22 (7.4%)	259 (86.6%)	5 (1.7%)	2 (0.7%)	2 (0.7%)
Collier				153 (63.0%)	8 (3.3%)	54 (22.2%)	2 (0.8%)	8 (3.3%)	18 (7.4%)
Corbett		•		116 (27.2%)	40 (9.4%)	230 (54.0%)	2 (0.5%)	10 (2.3%)	28 (6.6%)
Cragin		•		92 (26.2%)	40 (11.4%)	185 (52.7%)	8 (2.3%)	3 (0.9%)	23 (6.6%)
Davidson		•		90 (24.3%)	34 (9.2%)	206 (55.7%)	9 (2.4%)	17 (4.6%)	14 (3.8%)
Dietz		•		103 (29.5%)	23 (6.6%)	178 (52.0%)	3 (0.9%)	9 (2.3%)	34 (9.7%)
Dunham				115 (55.8%)	3 (1.5%)	67 (32.5%)	1 (0.5%)	7 (3.4%)	13 (6.3%)
Erickson				136 (27.9%)	64 (13.1%)	238 (48.9%)	10 (2.1%)	8 (1.6%)	31 (6.4%)
Ford				149 (39.2%)	22 (5.8%)	170 (44.7%)	3 (0.8%)	10 (2.6%)	26 (6.8%)
Fruchtendler				278 (68.6%)	6 (1.5%)	95 (23.5%)	1 (0.2%)	9 (2.2%)	16 (4.0%)
Gale				237 (57.9%)	11 (2.7%)	122 (29.8%)	2 (0.5%)	11 (2.7%)	26 (6.4%)
Grijalva	•			24 (3.3%)	13 (1.8%)	660 (91.5%)	19 (2.6%)	2 (0.3%)	3 (0.4%)
Hollinger	•			16 (3.9%)	1 (0.2%)	377 (92.0%)	15 (3.7%)	0 (0.0%)	1 (0.2%)
Henry				152 (48.4%)	29 (9.2%)	115 (36.6%)	3 (1.0%)	5 (1.6%)	10 (3.2%)

Howell		•		78 (22.7%)	33 (9.6%)	205 (59.8%)	10 (2.9%)	9 (2.6%)	8 (2.3%)
Hudlow				100 (34.2%)	30 (10.3%)	143 (49.0%)	5 (1.7%)	5 (1.7%)	9 (3.1%)
Hughes				168 (43.5%)	9 (2.1%)	174 (45.1%)	4 (1.0%)	18 (4.7%)	14 (3.6%)
Johnson				9 (2.3%)	3 (0.8%)	244 (61.0%)	139 (34.8%)	1 (0.3%)	4 (1.0%)
Kellond				172 (41.7%)	17 (4.1%)	189 (45.9%)	13 (3.2%)	7 (1.7%)	14 (3.4%)
Lineweaver				202 (37.4%)	10 (1.9%)	264 (48.9%)	8 (1.5%)	23 (4.3%)	33 (6.1%)
Lynn	•			19 (3.0%)	8 (1.2%)	603 (93.8%)	8 (1.2%)	2 (0.3%)	3 (0.5%)
Lyons		•		88 (31.8%)	18 (6.5%)	143 (51.6%)	4 (1.4%)	6 (2.2%)	18 (6.5%)
Maldonado	•			41 (8.2%)	11 (2.2%)	411 (81.1%)	39 (7.7%)	1 (0.2%)	4 (0.8%)
Manzo	•			12 (4.6%)	3 (1.1%)	224 (85.5%)	13 (5.0%)	9 (3.4%)	1 (0.4%)
Marshall				142 (42.4%)	16 (4.8%)	148 (44.2%)	3 (0.9%)	7 (2.1%)	19 (5.7%)
Menlo Park	•			8 (3.3%)	5(2.0%)	225 (91.5%)	7 (2.8%)	0 (0.0%)	1 (0.4%)
Miller	•			50 (8.4%)	9 (1.5%)	491(82.7%)	39 (6.6%)	0 (0.0%)	5 (0.8%)
Mission View	•			4 (1.4%)	5 (1.8%)	255 (89.5%)	19 (6.7%)	0 (0.0%)	2 (0.7 %)
Myers		•		43 (10.0%)	50 (11.6%)	298 (69.3%)	17 (4.0%)	9 (2.1%)	13 (3.0%)
Oyama	•			26 (6.1%)	22 (5.2%)	340 (80.4%)	31 (7.3%)	3 (0.7%)	1 (0.2%)
Schumaker				126 (37.5%)	27 (8.0%)	150 (44.6%)	3 (0.9%)	10 (3.0%)	20 (6.0%)
Sewell				115 (35.9%)	20 (6.3%)	150 (46.9%)	9 (2.8%)	6 (1.9%)	20 (6.3%)
Soleng Tom				258 (57.0%)	14 (3.1%)	138 (30.5%)	1 (0.2%)	18 (4.0%)	24 (5.3%)
Steele				140 (39.3%)	38 (10.7%)	149 (41.9%)	4 (1.1%)	7 (2.0%)	18 (5.1%)
Tolson	•			31 (8.2%)	12 (3.2%)	318 (84.6%)	8 (2.1%)	3 (0.8%)	4 (1.1%)
Van Buskirk	•			10 (2.5%)	7 (1.8%)	356 (89.7%)	20 (5.0%)	2 (0.5%)	2 (0.5%)
Vesey	•			86 (12.9%)	11 (1.6%)	501 (75.0%)	42 (6.3%)	12 (1.8%)	16 (2.4%)
Warren	•			25 (8.5%)	5 (1.7%)	228 (77.8%)	32 (10.9%)	1 (0.3%)	2 (0.7%)
Wheeler		•		119 (35.8%)	15 (4.5%)	170 (51.2%)	5 (1.5%)	9 (2.7%)	14 (4.2%)
White	•			42 (6.1%)	11 (1.6%)	576 (84.1%)	43 (6.3%)	8 (1.2%)	5 (0.7%)
Whitmore				131 (41.7%)	16 (5.1%)	135 (43.0%)	3 (1.0%)	9 (2.9%)	20 (6.4%)
Wright		•		76 (18.6%)	61 (14.9%)	203 (49.6%)	13 (3.2%)	39 (9.5%)	17 (4.2%)

	Racially Concentrated	Integrated		N(%) White	N(%) African American	N(%) Latino	N(%) Native American	N(%) Asian American	N(%) Multi- Racial
University HS				475 (50.8%)	15 (1.6%)	290 (31.0%)	7 (0.7%)	110 (11.8%)	38 (4.1%)
Howenstine HS Magnet		•		24 (16.7%)	11 (7.6%)	98 (68.1%)	3 (2.1%)	2 (1.4%)	6 (4.2%)
Dodge MS Magnet		•		112 (26.8%)	15 (3.6%)	257 (61.5%)	10 (2.4%)	14 (3.3%)	10 (2.4%)
Booth-Fickett K- 8 Magnet		•		302 (25.3%)	114 (9.6%)	677 (56.7%)	15 (1.3%)	33 (2.8%)	52 (4.4%)
Roskrige K-8 Magnet	•			20 (3.0%)	7 (1.1%)	567 (85.4%)	62 (9.3%)	4 (0.6%)	4 (0.6%)
Safford K-8 Magnet	•			59 (6.6%)	37 (4.2%)	705 (79.4%)	74 (8.3%)	4 (0.5%)	9 (1.0%)
Utterback Magnet	•			45 (6.6%)	66 (9.7%)	532 (78.0%)	27 (4.0%)	2 (0.3%)	10 (1.5%)
Bonillas ES Magnet	•			60 (14.3%)	16 (3.8%)	314 (74.8%)	8 (1.9%)	11 (2.6%)	11 (2.6%)
Borton ES Magnet		•		121 (28.2%)	13 (3.0%)	254 (59.2%)	13 (3.0%)	8 (1.9%)	20 (4.7%)
Carrillo ES Magnet	•			13 (4.1%)	10 (3.2%)	279 (88.9%)	10 (3.2%)	1 (0.3%)	1 (0.3%)
Davis ES Magnet	•			33 (10.4%)	5 (1.6%)	270 (85.2%)	7 (2.2%)	0 (0.0%)	2 (0.6%)
Drachman ES Magnet	•			19 (6.0%)	34 (10.17%)	245 (76.8%)	13 94.1%)	1 (0.3%)	7 (2.2%)
Holladay ES Magnet		•		36 (12.8%)	37 (13.2%)	193 (68.7%)	5 91.8%)	0 (0.0%)	10 (3.6%)
Ochoa Magnet	•			8 (3.2%)	7 (2.8%)	209 (83.9%)	23 (9.2%)	0 (0.0%)	2 (0.8%)
Robison Magnet	•			26 (7.3%)	13 (3.7%)	303 (85.6%)	1 (0.3%)	4 (1.1%)	7 (2.0%)
Tully ES Magnet	•			45 (10.1%)	41 (9.2%)	325 (72.9%)	15 (3.4%)	9 (2.0%)	11 (2.5%)

IV. Appendix D: Demographics**Racial/Ethnic Composition of TUSD Teachers, Principals, and Students by School Level
SY 2009-2010 to 2011-2012**

TEACHERS		White	African-American	Hispanic / Latino	Native American	Asian American
	Year	%	%	%	%	%
Total	2009-10	68.3	3.6	24.1	0.9	1.3
Total	2010-11	67.8	3.5	23.9	1.1	1.4
Total	2011-12	66.9	3.3	24.4	1.0	1.8
Elementary	2009-10	64.5	2.4	29.1	1.3	1.5
Elementary	2010-11	65.2	2.8	28.2	1.5	1.5
Elementary	2011-12	62.4	3.0	30.1	1.2	1.6
Middle	2009-10	66.9	3.9	25.6	0.6	0.9
Middle	2010-11	67.2	3.2	25.9	0.7	1.2
Middle	2011-12	63.1	3.1	28.7	0.7	1.5
High	2009-10	73.6	4.3	17.6	0.8	1.6
High	2010-11	70.7	4.4	18.2	1.1	1.6
High	2011-12	72.2	3.9	17.1	0.9	2.1

PRINCIPALS		White	African-American	Hispanic / Latino	Native American	Asian American
	Year	%	%	%	%	%
Total	2011-12	56.4	4.5	39.1	0.0	0.0
Elementary	2011-12	57.1	4.3	38.6	0.0	0.0
Middle	2011-12	54.1	0.0	45.9	0.0	0.0
High	2011-12	52.2	8.7	39.1	0.0	0.0

STUDENTS		White	African-American	Hispanic / Latino	Native American	Asian American
	Year	%	%	%	%	%
Total	2011-12	24.1	5.6	61.3	3.8	2.6

V. Appendix E: AAC Data**AAC Enrollment SY 2011-2012**

	<i>African-American</i>	<i>Hispanic/Latino</i>	<i>Native American</i>	<i>White</i>
TOTAL ENROLLMENT				
Total Enrollment (K-12)	3448 (5.8%)	36133 (60.7%)	2310 (3.9%)	14584 (24.5%)
HS (9-12)	1140 (6.4%)	9925 (55.6%)	586 (3.3%)	5258 (29.4%)
MS/K-8 Enrollment (6-8)	786 (6.1%)	8085 (63.2%)	542 (4.2%)	2758 (21.6%)
AAC ENROLLMENT				
Number and Percent of the AAC enrollment	378 (4.6%)	4220 (51.0%)	210 (2.5%)	2888 (34.9%)
Compared to total 6-12 group population	20.5%	24.4%	19.7%	37.4%
PRE-ADVANCED PLACEMENT (grades 6-10)				
Number and Percent of the Pre-AP enrollment	246 (4.6%)	2795 (52.2%)	151 (2.8%)	1795 (33.5%)
Compared to total 6-10 group population	18.5%	21.5%	18.3%	34.0%
ADVANCED PLACEMENT (grades 11-12)				
Number and Percent of the AP enrollment	74 (4.0%)	797 (42.7%)	30 (1.6%)	802 (43.0%)
Compared to total 11-12 group population	20.5%	24.4%	19.7%	37.4%
DUAL-CREDIT (grades 11-12)				
Number and Percent of the DC enrollment	5 (2.7%)	92 (50.0%)	3 (1.6%)	67 (36.4%)
Compared to total 11-12 group population	1.0%	2.2%	1.2%	2.8%
INTERNATIONAL BACCALAUREATE				
Number and Percent of the IB enrollment	3 (2.7%)	90 (81.8%)	1 (0.9%)	12 (10.9%)
Compared to Cholla 11-12 group population	4.8%	6.3%	0.8%	6.0%
	<i>Exceptional Education Students</i>		<i>English Language Learners</i>	
Total	70 (2.6%)		18 (2.1%)	
Pre-AP (grades 6-10)	53 (2.9%)		17 (2.0%)	
AP (grades 11-12)	14 (1.6%)		0 (0.0%)	
DC (grades 11-12)	1 (0.1%)		0 (0.0%)	
IB	2 (1.1%)		1 (3.0%)	

AAC Achievement, Retention, Teachers SY 2010-11 and SY 2011-2012

	<i>African-American</i>	<i>Hispanic/Latino</i>	<i>Native American</i>	<i>White</i>
Percentage of students from each group earning a “C” or better in at least one core AAC [2011-12]				
Total	217 (88.2%)	2767 (87.1%)	112 (77.2%)	2143 (94.1%)
Pre-AP	148 (88.1%)	1956 (87.4%)	81 (77.1%)	1358 (93.6%)
AP	56 (86.2%)	560 (88.7%)	19 (82.6%)	704 (95.3%)
DC	5 (100.0%)	58 (80.6%)	2 (100.0%)	42 (85.7%)
IB	8 (88.9%)	192 (81.0%)	8 (72.7%)	25 (80.6%)
Percentage of students deemed “college ready” by the 8th grade ACT Explore exam				
AAC students	69 (34.8%)	776 (35.1%)	51 (27.5%)	362 (66.0%)
All students	206 (16.0%)	1901 (17.9%)	131 (13.0%)	721 (43.8%)
Percentage of students deemed “college ready” by the 11th grade ACT exam [10-11]				
AAC students	14 (26%)	176 (30%)	7 (31%)	351 (74%)
All students	20 (13%)	199 (15%)	7 (11%)	465 (51%)
Percentage of students earning a “3” or better on at least one AP exam [10-11]				
	30 (53%)	398 (60%)	16 (55%)	993 (74%)
Percentage of students earning a “C” or better in at least one 10-11 AAC enrolled in an AAC in a subsequent semester or subsequent year 11-12				
	157 (68.9%)	1896 (72.4%)	88 (71.0%)	1555 (78.5%)
Percentage of teachers teaching AACs				
	5 (7.0%)	63 (15.9%)	2 (12.5%)	238 (28.2%)

VI. Appendix F: GATE Data**GATE Data SY 2011-2012**

	<i>African-American</i>	<i>Hispanic/Latino</i>	<i>Native American</i>	<i>White</i>
TOTAL ENROLLMENT				
Total Enrollment (K-12)	3,448 (5.8%)	36,133 (60.7%)	2310 (3.9%)	14,584 (24.5%)
HS Enrollment (9-12)	1,140 (6.4%)	9,925 (55.6%)	586 (3.3%)	5,258 (29.4%)
MS/K-8 Enrollment (6-8)	786 (6.1%)	8,085 (63.2%)	542 (4.2%)	2,758 (21.6%)
ES/K-8 Enrollment (K-5)	1,522 (5.3%)	18,123 (62.7%)	1183 (4.1%)	6,568 (22.7%)
GATE ENROLLMENT				
Compared to total group pop. at sites where offered	155 (4.6%)	2374 (6.9%)	116 (5.6%)	1832 (13.1%)
Compared to total group pop. of the District	4.4%	6.4%	4.9%	12.4%
CLUSTERING (Enhanced Pull-Out) Offered at ten ES				
Compared to group pop. at sites where offered	47 (14.8%)	342 (12.2%)	15 (14.2%)	240 (13.9%)
Compared to District	1.3%	0.9%	0.6%	1.6%
PULL-OUT Offered at all ES and K-8s				
Compared to group pop. at sites where offered	29 (1.6%)	861 (4.3%)	41 (3.2%)	696 (9.4%)
Compared to District	0.8%	2.3%	1.7%	4.7%
RESOURCE Offered at 14 of 22 MS, and 9 of 12 HS				
Compared to group pop. at sites where offered	57 (3.2%)	692 (4.6%)	35 (4.1%)	518 (7.3%)
Compared to District	1.6%	1.9%	1.5%	3.5%
SELF-CONTAINED Offered at five ES and three MS				
Compared to the group pop. at sites where offered	23 (7.4%)	479 (11.6%)	21 (10.3%)	386 (32.2%)
Compared to District	0.7%	1.3%	0.9%	2.6%
	<i>Exceptional Education Students</i>		<i>English Language Learners</i>	
Total	283 (3.0%)		93 (1.9%)	
Clustering	93 (1.0%)		66 (1.4%)	
Pull-Out	113 (1.2%)		18 (0.4%)	
Resource	48 (0.5%)		4 (0.1%)	
Self-Contained	29 (0.3%)		5 (0.1%)	

SY 2011-2012 GATE by School by Program by Race/Ethnicity

	<i>African-American</i>	<i>Hispanic/Latino</i>	<i>Native American</i>	<i>White</i>
Cluster				
Collier	4 (25.0%)	31 (36.9%)	2 (50.0%)	73 (33.5%)
Dietz	12 (23.1%)	38 (15.0%)	2 (33.3%)	34 (23.0%)
Erickson	8 (9.0%)	48 (13.6%)	2 (22.2%)	32 (16.8%)
Ford	8 (20.0%)	37 (14.7%)	2 (28.6%)	51 (22.9%)
Gale	2 (15.4%)	22 (15.9%)	0 (0.0%)	30 (10.9%)
Hudlow	4 (11.4%)	34 (14.8%)	1 (16.7%)	22 (12.9%)
Lyons	6 (21.4%)	36 (16.7%)	2 (66.7%)	29 (19.1%)
Miller	0 (0.0%)	71 (9.1%)	5 (8.9%)	11 (3.6%)
Robins	1 (9.1%)	89 (24.3%)	2 (28.6%)	32 (26.7%)
Whitmore	8 (34.8%)	38 (21.6%)	2 (28.6%)	51 (27.6%)
Pullout				
Banks	0 (0.0%)	17 (5.5%)	0 (0.0%)	7 (4.5%)
Blenman	1 (1.0%)	23 (6.2%)	1 (4.5%)	9 (3.9%)
Bloom	0 (0.0%)	5 (2.9%)	0 (0.0%)	9 (3.7%)
Bonillas	0 (0.0%)	25 (6.5%)	1 (6.7%)	5 (5.7%)
Borman	0 (0.0%)	8 (6.0%)	0 (0.0%)	20 (5.6%)
Borton	0 (0.0%)	17 (6.0%)	0 (0.0%)	27 (21.4%)
Brichta	1 (5.0%)	22 (5.8%)	1 (4.3%)	4 (8.3%)
Carrillo	1 (5.6%)	20 (6.2%)	1 (11.1%)	0 (0.0%)
Cavett	0 (0.0%)	10 (2.8%)	0 (0.0%)	1 (10.0%)
Collier	0 (0.0%)	8 (9.6%)	0 (0.0%)	28 (12.8%)
Corbett	0 (0.0%)	12 (3.9%)	0 (0.0%)	18 (8.7%)
Cragin	0 (0.0%)	9 (3.1%)	0 (0.0%)	5 (3.2%)
Davidson	0 (0.0%)	8 (2.9%)	0 (0.0%)	3 (2.2%)
Davis	1 (20.0%)	42 (14.0%)	0 (0.0%)	14 (38.9%)
Dietz	1 (1.9%)	4 (1.6%)	0 (0.0%)	11 (7.4%)
Drachman	0 (0.0%)	18 (5.7%)	0 (0.0%)	9 (24.3%)
Dunham	0 (0.0%)	6 (5.5%)	0 (0.0%)	8 (6.7%)
Erickson	1 (1.1%)	12 (3.4%)	0 (0.0%)	11 (5.8%)
Ford	1 (2.5%)	6 (2.4%)	1 (14.3%)	21 (9.4%)
Fruchthendler	0 (0.0%)	18 (14.2%)	0 (0.0%)	75 (22.3%)
Gale	2 (15.4%)	11 (8.0%)	2 (66.7%)	40 (14.6%)
Grijalva	0 (0.0%)	32 (3.9%)	1 (2.9%)	1 (3.3%)
Hollinger	0 (0.0%)	23 (3.9%)	0 (0.0%)	1 (4.0%)
Henry	2 (5.6%)	9 (6.8%)	0 (0.0%)	19 (9.6%)
Holladay	2 (6.5%)	10 (4.7%)	1 (11.1%)	15 (25.9%)
Howell	0 (0.0%)	8 (2.8%)	0 (0.0%)	6 (4.0%)
Hudlow	0 (0.0%)	12 (5.2%)	0 (0.0%)	9 (5.3%)
Hughes	0 (0.0%)	28 (15.7%)	0 (0.0%)	58 (28.0%)
Johnson	0 (0.0%)	1 (0.3%)	0 (0.0%)	0 (0.0%)
Kellond	0 (0.0%)	10 (3.7%)	0 (0.0%)	32 (14.5%)
Lawrence	0 (0.0%)	16 (9.0%)	9 (4.8%)	0 (0.0%)
Lineweaver	0 (0.0%)	19 (6.6%)	2 (20.0%)	9 (4.3%)
Lynn/Urquides	0 (0.0%)	11 (1.2%)	1 (4.5%)	0 (0.0%)
Lyons	0 (0.0%)	6 (2.8%)	2 (66.7%)	9 (5.9%)
Maldonado	0 (0.0%)	27 (5.9%)	5 (8.6%)	2 (3.8%)
Manzo	0 (0.0%)	7 (2.5%)	0 (0.0%)	0 (0.0%)
Marshall	1 (4.8%)	11 (5.6%)	0 (0.0%)	16 (8.7%)
Menlo Park	0 (0.0%)	8 (2.8%)	0 (0.0%)	1 (9.1%)

Miles – E.L.C.	0 (0.0%)	21 (12.6%)	1 (12.5%)	26 (18.2%)
Miller	0 (0.0%)	28 (3.6%)	2 (3.6%)	4 (4.9%)
Mission View	0 (0.0%)	8 (2.1%)	0 (0%)	0 (0.0%)
Myers-Ganoung	0 (0.0%)	7 (1.6%)	0 (0.0%)	2 (2.5%)
Ochoa	0 (0.0%)	7 (2.4%)	3 (8.1%)	0 (0.0%)
Oyama	0 (0.0%)	17 (3.1%)	1 (2.5%)	1 (2.3%)
Pueblo Gardens	0 (0.0%)	14 (3.0%)	0 (0.0%)	0 (0.0%)
Roberts	0 (0.0%)	2 (0.9%)	0 (0.0%)	0 (0.0%)
Robins	0 (0.0%)	30 (8.2%)	0 (0.0%)	21 (17.5%)
Robison	0 (0.0%)	9 (2.5%)	0 (0.0%)	1 (2.4%)
Rose	0 (0.0%)	27 (3.9%)	0 (0.0%)	1 (9.1%)
Schumaker	2 (5.4%)	14 (7.1%)	0 (0.0%)	16 (9.6%)
Sewell	2 (7.4%)	7 (3.6%)	0 (0.0%)	9 (6.6%)
Soleng Tom	0 (0.0%)	22 (13.8%)	0 (0.0%)	64 (20.0%)
Steele	3 (7.3%)	12 (5.9%)	2 (20.0%)	14 (7.1%)
Tolson	0 (0.0%)	21 (4.3%)	1 (11.1%)	3 (7.7%)
Tully	1 (1.8%)	12 (2.9%)	3 (15.8%)	4 (4.4%)
Van Buskirk	1 (10.0%)	15 (3.1%)	0 (0.0%)	0 (0.0%)
Vesey	1 (3.8%)	31 (4.5%)	0 (0.0%)	6 (4.7%)
Warren	0 (0.0%)	7 (2.5%)	0 (0.0%)	1 (3.4%)
Wheeler	0 (0.0%)	12 (5.9%)	0 (0.0%)	14 (8.0%)
White	0 (0.0%)	21 (3.0%)	0 (0.0%)	6 (8.5%)
Whitmore	1 (4.3%)	11 (6.3%)	0 (0.0%)	21 (11.4%)
Wright	2 (1.8%)	0 (0.0%)	0 (0.0%)	4 (3.3%)
Booth-Fickett Magnet	2 (1.3%)	24 (3.3%)	0 (0.0%)	15 (4.2%)
McCorkle PreK-8	0 (0.0%)	23 (4.2%)	2 (11.1%)	1 (3.6%)
Naylor	0 (0.0%)	2 (0.4%)	0 (0.0%)	0 (0.0%)
Townsend	2 (2.2%)	5 (1.5%)	0 (0.0%)	6 (3.1%)
Self-Contained				
Corbett	1 (2.27%)	28 (9.1%)	0 (0.0%)	74 (35.7%)
Hollinger	0 (0.0%)	66 (11.3%)	0 (0.0%)	12 (48.0%)
Lineweaver	2 (16.7%)	51 (17.7%)	0 (0.0%)	64 (30.9%)
Tully	1 (1.8%)	28 (6.7%)	0 (0.0%)	26 (28.6%)
White	1 (7.7%)	76 (11.0%)	5 (9.6%)	22 (31.0%)
Doolen	9 (8.3%)	35 (9.3%)	4 (12.9%)	82 (28.4%)
Pistor	4 (17.4%)	148 (14.2%)	8 (16.7%)	21 (30.4%)
Vail	5 (8.5%)	51 (11.4%)	4 (30.8%)	86 (35.2%)
Resource				
Dodge Magnet	2 (14.3%)	26 (10.6%)	0 (0.0%)	26 (19.7%)
Carson	2 (3.0%)	24 (7.7%)	0 (0.0%)	22 (10.3%)
Doolen	5 (4.6%)	19 (5.0%)	3 (9.7%)	23 (8.0%)
Booth-Fickett Magnet	2 (1.3%)	25 (3.4%)	0 (0.0%)	25 (6.9%)
Gridley	2 (4.9%)	19 (7.3%)	1 (5.9%)	69 (15.8%)
Magee	1 (1.5%)	31 (10.7%)	2 (18.2%)	72 (17.5%)
Mansfeld	5 (11.4%)	123 (19.3%)	7 (24.1%)	27 (33.8%)
Maxwell	4 (14.8%)	45 (12.1%)	0 (0.0%)	4 (14.3%)
Pistor	1 (4.3%)	3 (0.3%)	0 (0.0%)	0 (0.0%)
Secrist	3 (11.5%)	23 (11.1%)	0 (0.0%)	32 (13.3%)
Townsend	4 (4.4%)	6 (1.9%)	0 (0.0%)	9 (4.7%)
Utterback Magnet	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (1.2%)
Roskrige Magnet	1 (10.0%)	42 (6.6%)	3 (3.6%)	4 (8.5%)
Catalina Magnet	7 (3.3%)	28 (3.3%)	1 (1.7%)	10 (2.4%)
Cholla Magnet	1 (1.4%)	72 (4.4%)	6 (4.2%)	11 (5.0%)

Palo Verde Magnet	2 (1.1%)	20 (3.3%)	2 (7.7%)	13 (3.4%)
Pueblo Magnet	1 (2.1%)	31 (1.6%)	3 (3.2%)	0 (0.0%)
Rincon	7 (6.0%)	42 (6.1%)	1 (5.0%)	31 (7.4%)
Sabino	1 (1.9%)	10 (3.5%)	0 (0.0%)	41 (4.4%)
Sahuaro	1 (0.7%)	25 (4.1%)	0 (0.0%)	51 (4.4%)
Santa Rita	7 (5.3%)	21 (3.9%)	0 (0.0%)	10 (1.8%)
Tucson Magnet	5 (2.6%)	96 (3.9%)	6 (3.6%)	59 (9.5%)

VII. Appendix G: UHS Data**UHS Baseline Data SY 2011-2012**

	<i>African-American</i>	<i>Hispanic/Latino</i>	<i>Native American</i>	<i>White</i>
TOTAL ENROLLMENT				
Total Enrollment (K-12)	3448(5.8%)	36133(60.7%)	1513(2.5%)	14584(24.5%)
High School Enrollment (9-12)	1140(6.4%)	9925(55.6%)	596(3.3%)	5258(29.4%)
UHS ENROLLMENT				
Compared to the total UHS pop.	12(1.3%)	274(29.4%)	6(0.6%)	489(52.5%)
Compared to the total high school pop.	12(1.1%)	274(2.7%)	6(1.0%)	489(9.3%)
Freshmen enrollment	3(1.2%)	71(27.6%)	0(0.0%)	139(54.7%)
Sophomore enrollment	2(0.8%)	92(34.8%)	2(0.8%)	129(48.9%)
RETENTION				
2010-11 Freshmen enrollment	2(0.8%)	92(35.2%)	2(0.8%)	128(49.0%)
Sophomore enrollment	2(0.8%)	92(34.8%)	2(0.8%)	129(48.9%)
Percent change from freshman to soph.	0.0	0.0	0.0	+0.8%
4-year graduation rates	3(100.0%)	52(100.0%)	1(100.0%)	107(100.0%)
ACHIEVEMENT				
Percentage of students deemed “college ready” by the 11 th grade ACT exam	2(100.0%)	50(94.3%)	2(100.0%)	102(99.0%)
Percentage of students scoring a “3” or better on at least on AP exam	8(88.9%)	160(90.9%)	3(50.0%)	289(94.4%)

UHS Freshman Applications by Race/Ethnicity – TUSD students

	2009-2010			2010-2011			2011-2012		
	Tested	Qualified	% of tested	Tested	Qualified	% of Tested	Tested	Qualified	% of tested
Anglo	252	113	45%	235	121	52%	196	78	40%
Af-Am	53	5	9%	28	3	11%	39	5	13%
Hisp	414	94	23%	339	63	19%	363	71	20%
Nat Am	18	5	28%	11	1	9%	21	3	14%
Asian	43	20	47%	33	23	70%	34	16	47%
multiple	14	4	29%	10	6	60%	17	6	35%

Total	794	241	30%	656	217	34%	670	179	27%
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UHS SY 2008-2009 cohort freshman who graduated from UHS in four years

	Enrolled 40th day SY 2008-2009 as freshman	Four year UHS grad	%
White	111	90	81.1
Af Am	4	2	50
Hispanic	54	47	87
Nat Am	2	1	50
As Am	29	24	82.6
Multi Racial	9	8	88.9

Mobility Data for 2010- 2011 for UHS

Mobility Formula = 100(Entries after First Day + Reentries + Withdrawals)/(First Day Enrollment + Entries after First Day)*

District Mobility is Based on Level (Elementary, Middle, High)

Ethnicity	First Day Enrollment	Entries After First Day	Reentries	Withdrawals	Mobility	District Mobility
Anglo	457	1	2	11	3.1	29.3
Hispanic	239	0	1	5	2.5	40.2
Native American	4	0	0	0	0.0	56.3
Asian American	115	0	1	3	3.5	25.3
Multi-Racial	17	0	0	0	0.0	42.1
Total	854	1	4	20	2.9	37.1

VIII. Appendix H: Graduation Rates**SY 2008-2009, SY 2009-2010, SY 2010-2011**

	2008-09	2009-10	2010-11
	%	%	%
All	83	84	82
Hispanic or Latino	80	81	79
Black/African American	78	82	76
American Indian or Alaska Native	72	63	64
Asian	95	95	84
Native Hawaiian or Pacific Islander	----	----	89
White	88	88	89
Multiple Race	----	----	84
Exceptional Ed	70	67	63
ELL	67	65	40
Free and Reduced Meals	79	77	40
Female	87	86	86
Male	79	81	78

IX. Appendix I: Discipline Data**Discipline by Race/Ethnicity SY 2011-2012**

		W	AfAm	Hisp	NaAm	AsAm	PacIsl	MR	Total
Enroll	N	6007	1412	16990	1113	435	109	829	26895
	%	22%	5%	63%	4%	2%	0%	3%	100%
In-school Discipline	N	280	92	426	37	0	1	36	872
	%	32%	11%	49%	4%	0%	0%	4%	100%
In-school Suspension	N	63	44	132	8	0	0	12	259
	%	24%	17%	51%	3%	0%	0%	5%	100%
Short-Term (out of School) Suspension	N	131	81	260	21	2	0	22	517
	%	25%	16%	50%	4%	0%	0%	4%	100%
Long-Term (out of School) Suspension	N	0	0	0	0	0	0	0	0
	%								

		W	AfAm	Hisp	NaAm	AsAm	PacIsl	MR	Total
Enroll	N	2618	755	7726	509	219	51	317	12195
	%	21%	6%	63%	4%	2%	0%	3%	100%
In-school Discipline	N	1467	874	4131	314	37	17	256	7096
	%	21%	12%	58%	4%	1%	0%	4%	100%
In-school Suspension	N	387	216	1087	67	14	4	56	1831
	%	21%	12%	59%	4%	1%	0%	3%	100%
Short-Term (out of School) Suspension	N	350	214	1250	108	8	4	58	1992
	%	18%	11%	63%	5%	0%	0%	3%	100%
Long-Term (out of School) Suspension	N	6	8	35	5	0	2	0	56
	%	11%	14%	63%	9%	0%	4%	0%	100%

		W	AfAm	Hisp	NaAm	AsAm	PacIsl	MR	Total
Enroll	N	5011	1069	9234	540	440	94	373	16761
	%	30%	6%	55%	3%	3%	1%	2%	100%
In-school Discipline	N	2009	939	6555	390	157	91	182	10323
	%	19%	9%	63%	4%	2%	1%	2%	100%
In-school Suspension	N	217	137	1070	65	7	9	25	1530
	%	14%	9%	70%	4%	0%	1%	2%	100%
Short-Term (out of School) Suspension	N	296	162	699	45	9	7	32	1250
	%	24%	13%	56%	4%	1%	1%	3%	100%
Long-Term (out of School) Suspension	N	4	1	25	5	0	1	1	37
	%	11%	3%	68%	14%	0%	3%	3%	100%

